

Nancy Adelaide Samuel.
— Aged 15 years, 10 months.
— Class I. Examination 91.

1. Composition.
2. English Grammar.
3. Literature.
4. History.
5. Every-day Moods & Economics.
6. Geography.
7. Civl Studies.
8. Arithmetic.
9. Algebra.
10. Latin (IV)
11. Drawing.

Member's Name:

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Class IIComposition

2. An essay, or verses on "Our Ambassador in India" (the Prince) or "A Lullaby Song".

A Lullaby Song.

Close thy little eyes dear, & sink into sleep,
Loving ones are watching, thy slumbers to keep.
In thy little cradle, thou'rt sleeping secure,
While round thee steals the incense of the violet perfume.

Close thy little eyes dear, for thou can't not stay,
Thine own little ship dear, will bear thee away.
Far to the land, where the baby dreams grow;
While o'er thee hang the berries of the sweet mistletoe.

Close thy little eyes dear, & lay down thine head,
Rest thy little limbs, dear, while softly we tread,
Loving ones are watching, so fear not the dark,
For high over head is the song of the lark.

Class V.

Grammar,

Laney Samuel.

Analyze, parsing the words in italics.—

"There in a wailful choir the small grats mount
 Among the river swallows, gone aloft
 Or sinking as the right wind leaves odies;
 And full-grown lambs bleat from hilly bounce,
 Hedge-crickets sing, now with meble soft
 The red-breast-whistles from a garden croft;
 And gathering swallows twitter in the skies!"

In.	preposition governing noun "choir".
a.	indefinite article, qualifying noun "choir".
wailful.	demonstrative adjective ^{relative} singular ^{agreement} number , common gender, qualifying ^{agreement} number "choir".
gone.	Past part. of verb to beat, <u>be</u> , <u>be</u> , <u>been</u> , ^(trans, sing, strong) used as adjective demonstrative pl. no. common gender, agreeing with ^{agreement} number "swallows".
sinking.	Pres. part of verb to sink, <u>sink</u> , <u>sank</u> , <u>sunk</u> (intransit), used as adjective of demonstrative, pl. common, agreeing with ^{agreement} number "swallows".
aloft	adverb of place, modifying past part. "gone".
now. *	adjective of quality ^{singular no. / com. gender} agreeing with ^{agreement} number "bleat".
now.	adverb of time, modifying verb "whistle".
loud *	poetical contraction of loudly, adv. of manner modifying verb "bleat".

B1. No.	Sentence	Kind.	Alt Subj.	Subj.	Verb or Pred.	Alt Obj.	Obj.	Ind Obj.	Conf.	Extension of Verb
I.	There in a Pwes o dics, P. A.	<p>1. <i>con</i></p> <p>2. <i>con</i></p> <p>3. <i>con</i></p> <p>4. <i>con</i></p> <p>5. <i>con</i></p> <p>6. <i>con</i></p>		the small goats	mounr					1) There among .. swallow(H) 2) in a wailful cloud (man.)
II.	as the light wind pwes		Sub advo. ro sinking in I.	The light	wind	Pwes				as (Rime).
III.	or dics		Sub advo. ro sinking in I Coop com with II.	(the light)	(wind)	dics.				or
IV.	And full-grown ... Lillybowne, P.A.		full grown	Pambs	6Pear					and 1) pond (man.) from Lillybowne (pl)
V.	Hedge crickets sing.		P.A. in cop com with IV.	Hedge	crickets	sing.				
VI.	And now with trebles soft - - - from a garden croft.		P.A. in cop com with V.	'The.	Red-breast	whistles				and 1) now (Rime) 2) with trebles soft (man.) 3) from a garden croft (pl)
VII.	And gathering--in the skies		P.A. in cop com with VI.	gathering,	swallows	twitten				and in the skies (pl)

2. Give examples of half a dozen common faults in diction & show how they are to be remedied.

One of the chief faults of diction is slang, which is beginning to take a great hold on the English language. One often hears people say, "Yes, you know, it was an awful Park, & I enjoyed it frightfully".

Although the term is often used, not many people realise that it is quite impossible to 'enjoy anything frightfully' & so the best remedy for slang is first to make sure first that what you are saying makes sense, & secondly that the words you employ are those that shakes people most & fitfully used.

Another fault, especially in motion is a vagueness that may be made up with gesture, or expression.

The cure for this is to use gesture entirely except where it may be used to add more weight to, not to explain one's words.

A third & mistake that often occurs in speech is looseness. You begin at the beginning & when half way through go off upon a rather theme from which you return, forgetting your original subject. The way of preventing this looseness is, in this case, to speak as you would write.

Another bad fault in diction is indecision, when the speaker has not thought out his sentence in such a way that he can deliver it without hesitation. The

remedy for this is clear enough, "think before you speak".

In diction, too, one becomes muddled & illucid so that we have to repeat ourselves in order to be clear. The cure for this is to keep to the point & to plan the coming sentence.

The last point I am going to mention is ^{bad} delivery. Especially in an oration, delivery is very important. He should not speak too fast, too indistinctly or too jerkily but should speak with sufficient emphasis & clearness so that all shall hear & understand.

3. Show, with several examples, the distinction between perfect & imperfect synonyms.

Synonyms are words from different roots, which in most cases have the same meaning. In perfect synonyms, the meanings are identical, in imperfect they have some slight difference.

For an example of perfect synonyms, "stick" & "adhere" will do. There is, really, no difference in their meanings & both may be used metaphorically as well as literally. A stamp can adhere or stick to the envelope in the same way that one a man can adhere or stick to his point. They are perfect synonyms. "Want" & "desire" ^{as nouns} are another pair of perfect synonyms. They have the same meanings, neither carries more force than the other, & although "desire" may be considered more graceful, the word "want" serves exactly the same purpose. Another pair of perfect synonyms are "attempt" & "try", the impressions conveyed by both are identical.

Now for imperfect synonyms. Three examples will be quite sufficient to demonstrate clearly what I mean.

The first pair of imperfect synonyms we shall take will be "enemy" & "antagonist". At first thoughts their meanings may seem to be identical, but on closer observation they will be found to differ greatly.

You & your enemy may detest each other, but your hate not be active. In fact the quarrel which made you enemies may be long past & no altercations have arisen since, yet the hate continues & you are still enemies. Whereas, antagonist means means one with whom you have an active conflict, & antagonism can never be passive.

A second pair of imperfect synonyms are "envy" & "covet" whose meaning are slightly different.

You envy your neighbour because he is rich & you wish you were like him, but you covet, not him, but his riches, & you wished you had them. Here-in lies the difference which makes these two words imperfect synonyms.

The last pair of imperfect synonyms have a great deal of importance in their difference. They are "educate" & "instruct". To instruct means to put knowledge into the mind of a child or person, to fill them with facts which were created by other minds. Instruction is necessary but education is far more beautiful. Education, as may be seen from its Latin derivatives means to draw out that is to ^{draw} ~~force~~ from a child its ideas & sometimes misshapen facts which the young mind produces, & to mould them gently into the right shapes, so that the child may see through its own ideas what is right & beautiful.

Class I.

Literature.Nancy Samuel.

2. Describe (a) Lawrence "At the Bookseller's Shop", & a meeting with Jasper Petulengro.

Lawrence, having promised the old applewoman that he would exchange her book, which she had ceased to like, for a Bible, set out in search of a shop which would carry out his contract.

His search was for a long time in vain, for none wanted to have such an old & tattered book as that which Lawrence presented to the book-sellers.

At length one, who had refused his offer with less abuse than most, told him that there was a building, a little further up the road, in which transactions for the purchase of Bibles were carried on. To this place, Lawrence proceeded, & on entering, found himself surrounded by Bibles of every size & description, & in front of him, behind a counter sat two elderly men.

Lawrence explained to them that he wanted to exchange ^{certain} a book for a Bible; one of the gentlemen remarked that they were accustomed to sell, nor to buy, & that if he persisted in his purpose, he must go elsewhere. The other, however, took more interest, & asked the name of the book. He was answered, & looked uncertain, while the first continued his protestations. At length, he requested to see the book, Lawrence put his hand in his pocket, to draw it out. Alas! it was not there; he had been robbed! Seeing that he was not believed, he said nothing for it but to buy a cheap Bible & make a quick exit. This he did.

Class I

History.

Nancy Samuel.

1. Write an essay on the British Empire in the 19th century.

France & Great Britain, especially the latter, have always been the great colonising powers. Both have realised that to improve & extend the mother-land, peaceful colonising is a far better means than aggressive warfare. So, one can see that it is not surprising that British foreign & India's interests were constantly clashing with the ambitions of the French. The greatest bone of contention was perhaps, Egypt. The successor of Mahomet Ali, had really tried his utmost to improve the conditions in Egypt. He encouraged learning & agriculture; he imported once more the cotton plant, the cultivation of which had rather fallen into decay. He built bridges & constructed the great Barrage of the Nile which lies just below Cairo. But his people had to be instructed in the art of engineering, & so it was for this purpose that French engineers were employed; & soon after this thousands of Frenchmen came to Egypt & became the instructors of the people in many different branches. On his death he was succeeded by the Pasha Abd who was recklessly extravagant. He spent hundreds of millions of pounds in a short time, all that he had to show for it was the Suez Canal & the title of Khedive which he had purchased from the Sultan at a very high price. In order to go on living at this rate he would have to borrow, & borrow he did until his affairs were in such a tangle that French & English financial

experts had to be called into to try & put them straight.
 The chief of the English commission was Major Baring.
 For some time this dual control failed pretty well
 until Abdul began to get tired of being reformed
 & the French & English commissions were withdrawn.
 Still later the English again came on the field * &
 Major Baring, who had now received a percentage took
 the hazardous step of borrowing one million pounds
 sterling. He realised that Egypt's wealth lay in
 her agriculture & the success of agriculture lay in the
 fickle favours of the Nile. So he had the Barrage
 repaired & canals built & another Barrage constructed
 near Assuan. So that after a few years Egypt
 prospered & the huge debt had been nearly paid off.
 * for on the revolt of the succeeding pasha France had
 withdrawn.

France naturally resented growing French influence &
 it was only with great diplomacy on both sides that
 the pact of 1906 was arranged, by which British
 control in Egypt was recognised by the French while
 the English Government allowed the full right of French
 influence in Morocco. This pact was very important to
 both sides.

Perhaps India has always been the most important
 land to manage of all our colonies. In the reign
 of Queen Victoria India was made part of the Empire
 & English officials were nominated by the Government.
 The British promise was that native religions would
 be treated with respect, & that the aim of the Government
 was that the Indian people should be educated for
 self-government.

the latter part of this promise has been very difficult to fulfil, for, not only are the large majority of Indians illiterate, but they have no wish to learn. How, therefore, can they become a self governing people.

Towards the end of the nineteenth century, the clerical class began to agitate for their self government. To appease them, more natives were allowed on the local governing bodies. When this did not suffice two more Indians were added to the council of the Viceroy, & one more to that of the Secretary of State for India in London. Still this did not suffice.

Then came the Mutiny which proved the absurdities that Indians must have been capable of. When this was eventually put down, a quiet atmosphere persuaded India. At the beginning of this century, Mr Edwin Montague became Minister of State for India, & England India has progressed much industrially, under his supervision, although political agitation & tribal wars still exist on a small scale.

Russian advances in an Easternly direction during the 19th century caused us some anxiety about India, till a treaty was drawn up defining spheres of influence in Persia.

In Africa, too, our colonies are quite considerable, and they have been acquired by peaceful colonisation & are governed in the interests of the natives. Except for the Boer war we have had very few disturbances in that quarter, owing to the justice of our government which is fully recognised by the natives.

And it is here that we differ so strongly from the Germans, who rule a rule of force & suppression; any

native rising is punished with the greatest ~~soot~~ cruelty
& vigilance, & every where the native is treated as an
unfortunate accessory to the newly acquired territory.

Great Britain has also, colonies in South America,
no trouble has ever occurred there, & a firm feeling of
friendship ^{the U.S.A.} was established in 1850 when a treaty was
made concerning the American ownership of the Panama
Canal.

In all our colonies & protectorates, we may say,
with truth, that we govern in the interests & for the
well-being of the inhabitants.

2. What was meant by the Dual Monarchy & how has the war affected it.

The events which led, directly or indirectly, to the formation of the Dual Government begin with the exclusion of the Austrians from the German confederation & their defeat at Sadowa.

Hungary formed part of her territory besides a conglomeration of other small nationalities among which were Croats & East Slavs. Austrian native was tolerant & well meaning but not so with the Hungarians, who coming from a Mongolian stock, believed themselves to be far above their Croatian & Slavonic neighbours. Thus it was that when the tide of Revolution swept from France Eastward even central Europe, Hungary refused to help the lesser nationalities in their struggle for independence against Austria. These were not really united themselves, & so a rising in Vienna although troublesome was put down without much difficulty. Then Hungary tried her chance, but when the Croats asked if, for their help, she would secure their freedom with her own, she refused high-handedly, & the Croats went over to the Austrian. Single handed, Hungary could avail little against the Austrian masses & after a series of defeats she was finally conquered. Then it was that the Great powers stepped in to save future discordance, & the plan adopted was a Dual Government. This meant that both states were to have separate home-governments, & separate currency.

princes, but that one foreign office should serve for both, & that a parliament representing the two nationalities should meet twice a year, once at Vienna & once at Buda-Pesth.

For ^{many} years this plan has worked excellently, but since the war, the responsibility of which belongs not only to the diplomacy of Austria, but also to the racial law hatred of Hungary, there have been social discontent, & bad famines have left both countries dissatisfied with a monarchical rule. So that it was not until just lately that the monarchies were overthrown & Austria & Hungary became separate republics.

Class I

Every-day Moral Economics.

Pancy Samuel

1. Discuss some conflicting theories as to the nature of the State.

A State can be moral, non-moral or immoral.
The term moral is not difficult to define; it means ^{that} a State which looks after the morality of its people. & is careful ^{that} of its dealing with other states is strictly moral, may have this term applied with veracity.

In all her affairs & conduct, Great Britain aims at being essentially moral. She realizes that morality must be the property of the State & not only of the Individual. In our extensive mines & enterprises, too, the conduct of both capitalist & labourer lies strictly between within the bounds of morality; but this is not enough, not only goodness of practice but goodness of spirit must exist between master & man, & until a friendly fellow-feeling be established between the two, those strikes & misunderstandings which occur so often at the present time, will not & cannot be things of the past.

Now, for the second term. A non-moral state ~~need~~ not necessarily be bad. Non-moral means only uninterested in morality; & a non-moral state is one which does not bother itself about morality & considers this quality to belong to the individual, not to the State. This is the attitude of the German State, & had she thrown off this state of non-morality, the affair with Belgium might never have existed, & the war need not have been waged on so extensive a scale.

There are some people who believe that non-moral, means above morality, & that the term could be applied to God as being above a state for which men strive & can attain. But if this were to be so, non-moral could never be applied to a state as it undoubtedly is.

For the past term, an immoral state is not difficult to define. It is a state which cares neither for its own its people's morality; in other words, it is undoubtedly "bad".

We have spoken of the state not a little; but, after all what is the state? Does it govern the people or do the people govern it? It certainly cannot be the instrument of its officials; for, are not the officials instruments of the state, or, as they are termed servants of the state, appointed & paid by the people themselves. It seems strange that the state is built up by the people, & when built, governs them. A judge does not make his own laws; they are made by those high officials, who are in their turn elected by the people.

The true definition & explanation is this. The state is an instrument fashioned by the people of the country whose organ it is, & intended for their more betterment & control. This vast mechanism, is so controlled by the people that any mechanic who makes a grave mistake can be discharged by his employer. And so it has been for many centuries, & will be for hundreds of years to come; the free people's have learnt, to rule themselves & the state is their best & most important tool.

2 Write an essay on Temperance as a general principle.

There may be great men, & they may be good men too, who have never learnt the value of Temperance. Not only ^{as applied to the consumption} temperance in the sense in which we use it now in the sense of food for the body, but also temperance in the acquiring of food for the mind or food for the heart. We often say that "So-and-so means well but she goes too fast." That is exactly the case; she goes too fast, that is, she is intemperate.

There are many ways in which intemperance can show itself, & so we will take the most important ~~ways~~, one by one.

Many men & women too, do not know how to control their appetites; they do not realise that too much food does serious harm to their physical structure, & because one certain dish appeals to their palate, they will partake of it to such a degree as is not only bad for their system, but degrading to their self-respect. Such a fault in children would be called greed but in adults, it is no less than gluttony, & in the case of too much alcoholic drink, ~~leads~~ in drunkenness.

Many a good man has sunk to poverty & vice through allowing his appetite to get the better of him.

Another way in which intemperance is able to assert itself is through the drawings of the mind.

Reading books is, on the whole, so long as the books are good & wholesome, a profitable occupation, but to read books the whole day & to take no exercise, or to do no work, is undoubtedly bad, & intemperance exercises its command here as in many other ways.

allow for the cravings of the heart. It is human nature to love & want to be loved, & it is one of the best & most necessary of all our instincts. A man who loves nothing, neither man, woman, child or beast or flower, must be indeed ^{unhappy &} unpleasant. Love between any two living creatures must be sincere, faithful & active.

It is naught to say you love a child & then let it down because you are afraid to go in & save it, your love must not be passive, but active & helpful.

Edward II, a very weak monarch, as he proved himself to be, spent all his hours with his boon companion Gaveston, his affection for whom was certainly sincere, & lacking temperance in his love, left his kingdom, his sacred trust, to muddle along as best he could.

This intemperance in love, ^{led} left him to a imprisonment & a miserable death. Had this unfortunate monarch tried to control the natural yearnings of his heart, he might have lived a far happier life.

For many examples of sincere friendships, you have only to read "David Copperfield" from cover to cover, to find exactly what you are seeking for. The long-enduring friendships between David & Mr. Micawber or Mr. Peggotty are truly beautiful in their sincerity, & in their endurance through many changes & adversities.

The best motto in the cause of temperance is this: "A time for every thing; & every thing in its time".

2. Give some account of Fra Lippo Lippi, & his work.
Can you quote any lines from Browning's poem about him.?

Lippo Lippi's parents both died when he was young, so, his aunt took him, at the age of seven years, to be brought up in a Carmelite convent. But, instead of painting, Lippi spent all his time drawing on his copy-books. The abbot encouraged his talent, & he was soon after sent to begin painting at the shop of an artist whose name is unknown. For some time after his apprenticeship, he remained in the convent, till his restless nature could bear it no longer, & then he broke away. But he always paid his respects & was reminded of his days there. Long afterwards he signed his pictures Frater Philibus Lippi.

Like most well deserving artists of his day, he found a kind powerful patron in Cosimo de Medici, then the head of the famous Medici family. For him, Lippi excused many orders & begged much money, & Cosimo himself saved the unscrupulous artist more than once from the dire effects of the anger of the Pope. For once, when he sheltered in his house & afterwards married an escaped nun, he came very nearly within the bounds of excommunication, & was only saved by the intervention of his patron. Another time, he was charged with receiving payments & making for contracts which, as far as could be seen, he had no intention of fulfilling & again his powerful friend stepped in on his behalf.

He was very fond of children, & often painted portraits of some of his little friends as angels or smiling

cherubim. He painted several madonnas & child, all with a sweet simplicity, grace & cheerfulness, depicted on every face. He has a great love of scenery & flowers which Bolicelli inherited from him.

Among his works number the following "The Head of John the Baptist" which is full of expression & movement, "The Madonna adoring Child with Saints", "The Madonna adoring Child with Saint Bernard". In one picture of a like subject he painted himself as a monk with a laughing angel above bearing a scroll on which were written the words "Hic ille fecit".

He also did a good deal of work for the Medici Palace. Although in small altarpieces his work was often careless in his more important pictures there is very little to complain of. He died eventually in a small town for which he was decorating a church; & was buried there. He left his son Philipino to his assistant, & it was this son, who, some years later, erected a memorial to his father at the command of Lorenzo di Medici.

Class V.

Chithamelic.

Nancy Samuel.

1. Find the present worth of £85-5-, due in three yrs 5 months, interest being at 4%.

$$\text{Interest on £100 for 3 yrs 5 months at } 4\% = \frac{\text{£}100 \times 4 \times \frac{41}{12}}{100} = \frac{\text{£}41}{3}$$

\therefore If £113-13-4 is total sum, £100 is the present worth.

\therefore As £113 is total is to £100 PW,

$$\text{so is } \frac{\text{£}85\frac{1}{4}}{\text{£}113} \text{ total to } \frac{\text{£}100}{\text{£}113} \times \frac{3}{4} = \frac{25}{34} = \text{£}75\frac{1}{4}$$

\therefore Answer = £75.

2. In how many years will simple interest on £236-6-8 amount to £17-4-6 at $2\frac{1}{2}\%$?

$$T = \frac{100I}{RT}$$

$$\therefore \text{No of years} = \frac{\frac{236}{1} \times \frac{689}{200} \times \frac{3}{5} \times \frac{3}{709}}{2} = \frac{2067}{709} = 2\frac{11}{12} \text{ yrs}$$

= 2 yrs 11 months.

3. Which is the better investment, the 10% s at $21\frac{5}{8}\%$ or the 2% at $42\frac{1}{4}\%$? Which is the better investment if $\frac{1}{8}\%$ is paid for brokerage?

£1000 worth of 10% stock at $21\frac{5}{8}\%$ brings income of $\frac{\text{£}100}{1} \times \frac{8}{1693} \times 1000$

$$= \frac{\text{£}8000}{1693} = \text{£}47\frac{729}{1693}$$

£1000 worth of 2% stock at $42\frac{1}{4}\%$ brings income of $\frac{\text{£}2}{1} \times \frac{11}{169} \times 1000$

$$= \frac{\text{£}8000}{169} = \text{£}47\frac{52}{169}$$

\therefore the 10% stock is the better investment.

But price of 10% stock plus brokerage = $211\frac{6}{8} - 211\frac{3}{4}$
 \therefore £1000 of 10% stock at $211\frac{6}{8}$ brings income of $\frac{10}{100} \times \frac{4}{849} \times 1000$
 $= \frac{\text{£}40000}{849} = \text{£}47\frac{191}{849}$

But price of 2% stock plus brokerage = $42\frac{2}{4} - 42\frac{1}{2}$
 \therefore £1000 of 2% stock at $42\frac{2}{4}$ brings income of $\frac{2}{100} \times \frac{2}{85} \times 1000$
 $= \frac{\text{£}4000}{85} = \text{£}47\frac{5}{85}$

\therefore the 10% stock is the better investment.

Class II.

Latin

Nancy Samuel

1. Translate into English & then translate into Latin Caesar's Belgian Campaign, Chap. ~~XXX~~ from "ad hoc" to "dixerunt".

To this Caesar replied: "I, with my great kindness which is your desert, will guard the state, if, before the battering-ram touches the wall, you will give yourselves up; but the surrender is not conditional unless your arms are taken from you.

As I did in the case of the Norvii, so will I do now, I will command your neighbours to inflict no ill on those who have surrendered to the Roman people.*

When this message was brought to them, they said that they would do that which he commanded them.

*. The surrendered ones of the Roman people.

"ad hoc Caesar respondit: "Ego, magis consuetudine mea, quam merito vestro, civitatem conservabo, si, prius quam murum aries attigit, vos dedideritis; sed ditione nulla condicio est nisi armis traditis. Id quod in Norvii fecit, faciam, finitimiique imperabo, ne quam clediciis populi Romani injuria infestard.

Re nuntiata ad suos, quae impenitus se facturos esse se dixerunt.

2. Translate into Latin, — He told me this. I lighten your work. We please you. They enrage him, We obey Caesar.

1. ~~Hoc~~ mihi dixit.
2. Opus tibi ~~est~~.
3. Tibi placemus.
4. Sibi inuidiunt.
5. Caesari patemus

3. Decline, — melior, *vetus*, *pauper*, *qui*, *quae*, *quod*.

	<u>M.F.S.</u>	<u>N.S.</u>	<u>M.F.P.</u>	<u>N.P.</u>	<u>N.S.</u>	<u>N.P.</u>
N.V.	melior	melior	meliores	meliora	vetus	vetere
A.	melior	melior	melior	melior	vetus	vetera
G.	melioris	—	meliorum	—	vetenis	veternum
D.	meliori	—	melioribus	—	veteni	vetenibus
Abl.	meliori	—	melioribus	—	veteni	vetenibus
	<u>M.S.</u>	<u>N.P.</u>		<u>M.S.</u>	<u>F.S.</u>	<u>N.S.</u>
N.V.	pauper	pauperes		qui	quae	quod
A.	pauperem	pauperes		quem	quam	quod
G.	pauperis	pauperum		cuius	—	—
D.	pauperi	pauperibus		cui	—	—
Abl.	pauperi	pauperibus		quo	qua	qua-
	<u>N.P.</u>	<u>F.P.</u>	<u>N.P.</u>			
N.V.	qui	que	que			
A.	quos	quas	quae			
G.	quorum	quarum	quoniam			
D.	quibus (quis)	—	—			
Abl.	quibus (quis)	—	—			

11p 25 cm x 16



Class E.

Drawing.

Nancy Samuel.

1. Study of a Head in two positions.